National Congress Bulletin

VEMBER 1957 • PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 11 • VOL. 25, NO. 3

Memo to Local Presidents:

NOW that November is here, the P.T.A. year is beginning its third month. Your unit's program is in full swing. Probably some problems are emerging, for was there ever a parent-teacher year without problems and perhaps a crisis or two?

Fortunately, because your unit is a member of a state congress and the National Congress, help is available on any problem that your association may face. This memo will outline some of the resources that are at your service.

• Is your unit a member of a council of parent-teacher associations? Two of the chief functions of a council are to help strengthen local units and to provide leadership training. Council officers and chairmen have had successful experience in local unit work. They are ready to assist you, your officers, and your chairmen in any way they can. And in your council you have opportunities to exchange experiences with other units and to benefit from problem-solving information and techniques reported or developed in council meetings.

A school of instruction or some form of leadership training usually is conducted by a council soon after the local units have elected their officers and standing committee chairmen. Frequently councils hold a second school of instruction or a problem-solving clinic after local leaders have been in office for several months and know the problems on which they want specific help.

You might ask your officers and chairmen to consider the problems that have come up in the course of their work thus far and to list the kinds of help they would like from the council. For example, would they like information on guiding committees to function effectively? On leading discussions? On organizing study-discussion groups? On making a fact-finding survey? On preparing exhibits and demonstrations of committee work? On promoting the use of parent-teacher publications?

Perhaps your legislation chairman would like an interpretation of the state and the National Congress legislation programs or a briefing on local legislative measures. Other chairmen, such as chairmen of mental health, safety, or recreation, may want instruction in the subject matter of their work or help in developing projects. Your program chairman, for example, may want information on using films or on films to illustrate particular topics. Let your council know these specific problems and needs. This information will help the council to develop the kinds of conferences, leadership training, workshops, and classes that can be most useful to member units.

• A council can help in other ways, too. For example, there usually are community-wide problems and needs that a single P.T.A. should not attempt to cope with alone. Working together through a council, a group of parent-teacher associations can pool their resources of leadership and coordinate their activities so that they can take effective action. This is important, for several independent approaches could result in confusion and failure—"Team work does it."

There is "give" as well as "take" in a council. Your unit can make a con-

(Continued on page 2)

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• The National Congress receives the American Heritage Award for outstanding public service "in the national nonpartisan Register, Inform Yourself, and Vote campaign." Representing the American Heritage Foundation, an educational organization that functions in the interests of a higher level of citizenship, is Wesley I. Nunn, chairman of the advertising participation committee. Mrs. Rollin Brown, National Congress president, receives the award in behalf of Congress membership.

(Continued from page 1)

tribution to a council, as well as benefit from it. Very important, for instance, is the choice of delegates. Your unit will want to send experienced, hard-working, responsible members, who will participate capably in the council's discussions, deliberations, and projects. You will want to be represented by delegates who can contribute to the council's work as well as bring back to your unit the contributions of others. Incidentally, your delegates will appreciate copies of *Councils of Parent-Teacher Associations,* available at a small cost from your state office. This concise National Congress pamphlet will increase their understanding of the functions of a council and of their responsibilities as delegates from the local unit.

Council meetings, as you know, are open to all members of units that belong to the council. Both your unit and the council will benefit if you encourage your members to attend.

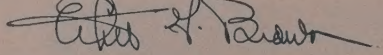
● But what if your unit is not in an area where there is a council? Most state congresses are organized into districts and/or regions, which hold semi-annual, annual, or biennial conferences and also conduct schools of instruction and give other leadership training. From these your unit can benefit greatly. Moreover, for local units that are not members of a council, advisory and consultative services are provided by district and regional leaders, who are resourceful, experienced parent-teacher workers. Be sure you have the name and address of the leader in your area. In addition, many state congresses conduct leadership training workshops for local officers and chairmen in various parts of the state. State congress chairmen are another resource for local unit chairmen.

● Parent-teacher publications—state and national—are ever ready and unfailing aids for parent-teacher leaders. In National Congress manuals, handbooks, pamphlets, and periodicals there is useful, practical, up-to-date information on every phase of parent-teacher work. As you know, once a year every local unit president receives a packet of state and national publications. One of the president's duties, as outlined in the *Parent-Teacher Manual,* is to hold a conference of the executive committee to discuss the contents of the packet and to distribute the various materials among the officers and chairmen. Many units buy additional copies (available from the state office), so that no leader will be without the tools for his work.

Congress publications are carefully prepared to enable P.T.A.'s to build solid achievements for children and youth. Leaders who know and use them do not fumble along in confusion and bewilderment. They know their functions and how to perform them.

● An invaluable resource—one that no parent-teacher leader can afford to be without—is our official magazine, the *National Parent-Teacher.* Each issue brings us sound, pertinent, and timely information that enables us to "speak clearly and act decisively" in carrying out our program of service to the family and the community. Effective leadership is informed leadership. When we promote subscriptions to the *National Parent-Teacher* among our members, we are building an informed, responsible, participating membership.

● The problems, we know, will keep coming on, but there's challenge and satisfaction in facing and solving them. Guided by leaders who know and use all the resources provided by the state congress and the National Congress, your P.T.A. will progress steadily toward its goals. Aiding and supplementing one another's efforts, local units, councils, districts, regions, state branches, and the National Congress move forward together to serve families and communities ever more resourcefully.



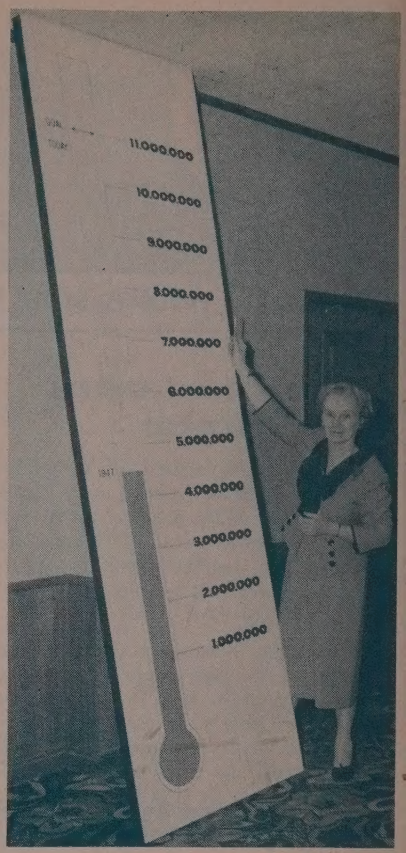
MRS. ROLLIN BROWN, *President*
National Congress of Parents and Teachers

RED CROSS APPEAL

▶ With the U.S. Public Health Service recognizing that the nation may be faced with an epidemic of Asian flu, the American National Red Cross asks support of its efforts to prepare for the possible emergency.

Believing that hospitalization for the Asian flu patient generally is not necessary unless complications arise, the Red Cross emphasizes that people must accept the necessity for treatment at home and be prepared to give it. Hence it urges wholehearted participation in the Red Cross home nursing course, "Care of the Sick and Injured," either as qualified volunteer instructors or as students.

Other types of volunteer community service also will be needed, so check with your local Red Cross to see how this call for volunteers might be answered by members of the P.T.A.



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● Did you reach your membership goal? Whether or not the answer is "Yes," remember that only through expanding membership can the parent-teacher influence be extended into every home. Every month is Membership Month!

● Above Mrs. Rollin Brown points to the high goal of 11,000,000 set for 1957. The thermometer shows the rapid rise in membership the past ten years.

NATIONAL CONGRESS BULLETIN

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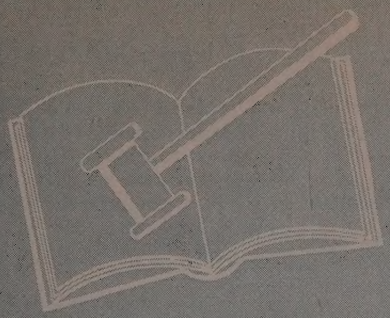

Legislation Program

of the

NATIONAL CONGRESS OF PARENTS AND TEACHERS

AS ADOPTED SEPTEMBER 1957 BY THE NATIONAL BOARD OF MANAGERS

1957–1958

OBJECT — "To secure adequate laws for the care and protection of children and youth."
—*National Bylaws, Article II.*

• The National Congress is concerned with basic issues that may lead to legislation affecting: (1) the welfare of children and youth in the fields of education, social and economic well-being, and child labor; (2) such environmental factors as radio, television, motion pictures, press, recreation, and safety education in its broadest sense; and (3) federal research agencies in education, health, juvenile protection, and homemaking. The Congress is vitally interested in legislation designed to promote world understanding and peace among nations. — *Policies and Practices.*

POLICIES

LEGISLATION action of the National Congress of Parents and Teachers is determined at all times by previously adopted legislation policies. These policies define the fields of legislation that are within the scope of the parent-teacher program. Only those specific bills that conform to these policies can become a part of the legislation action program.

Each of the policies listed below with the exception of Numbers 3b and 12 has been approved by at least **THIRTY STATE CONGRESSES** according to individual state procedure. (State congresses have an opportunity to review the program annually and should review it at least once during an administration.)

The legislation ACTION ITEMS (see page 5) are based on the following policies:

1. Local Control

All federal child welfare legislation should include provisions that will insure minimum federal and maximum local control.

2. Federal Grants-in-Aid Affecting Children and Youth

Federal grants-in-aid to states and territories should be made through the federal agencies, and administered by state, territorial, and local agencies, most directly concerned with the subject involved.

3. Education

a. The free public school system should be maintained and strengthened. When federal funds are involved such monies should be channeled through the United States Office of Education to state, territorial, and local departments of education and should be administered with minimum federal and maximum local control.

b. *Education beyond high school should be encouraged.*

(This is an entirely new statement. Therefore the approval of thirty state congresses will be needed before it can become an accepted policy.)

c. The United States Office of Education should be established as an independent agency of government under the general direction of a federal board of education. This board should be composed of laymen appointed to long, overlapping terms and should have authority to appoint, and be advisory to, the United States Commissioner of Education.

4. Federal Aid for Education

a. All funds appropriated by the federal government for the support of education within the states and territories should go to publicly controlled, tax-supported schools only.

b. Federal funds should be appropriated for the purpose of equalizing educational opportunity among the several states and territories, with provisions ensuring:

(1) distribution according to need, such need to be determined on the basis of facts that shall serve as a basis for an apportionment formula;

(2) minimum federal and maximum local control; and

(3) encouragement to the states and territories to put forth their best efforts to equalize educational opportunities within their own boundaries.

c. Federal funds appropriated for education should be available for school libraries and for special programs for the education of handicapped children.

d. Federal funds appropriated for education should be used to provide, through the U.S. Office of Education, adequate programs of school health, health education, and physical fitness for children and youth.

e. Federal funds appropriated for education should be used for such programs of adult education as affect the welfare of children and youth.

f. All federal funds for vocational education should be channeled through the U.S. Office of Education to state, territorial, and local departments of education, so that vocational and general education may be effectively integrated through state and local control.

g. Federal funds should be appropriated to give aid in the construction of public school buildings, after approved surveys have been made. These funds should be:

(1) channeled from the U.S. Office of Education through state and territorial departments of education to the local units of administration;

(2) made available to the states and territories on the basis of an objective formula that would take into account both the need for school facilities and the relative ability of the states and territories to meet such a need;

(3) allocated so as to encourage states and territories to set forth principles for equalizing the distribution of state and federal funds, giving special consideration to school administrative units with relatively low financial resources and to areas especially affected by rapid and substantial increase in school-age population.

h. Federal funds should be used to provide educational opportunities for the children of government employees on federally owned property.

i. The education of Indian children should be administered through state departments of education, with adequate federal appropriations given to furnish educational opportunities equal to those of other American children.

5. Child Labor

Federal legislation should give necessary protection to child workers, with special emphasis on the establishment of (a) a basic minimum age of sixteen for employment; (b) a higher minimum age for employment in hazardous occupations; and (c) a minimum wage provision for minors.

6. Child Life Research

Adequate appropriations should be provided for continuing cooperative programs of child life research.

7. Critical Materials for School Building Construction

We support measures that will give a top priority during periods of national emergency for materials, equipment, and supplies for school buildings, after major military needs of the United States have been met.

8. Disposal of Surplus Materials and Supplies

Educational, medical, and recreational materials and supplies purchased but no longer used by the armed forces should be released to the proper public agencies—local, state, and national—for use in developing programs of education, health, and recreation throughout the United States.

9. Health

Equalized public health services and public health education opportunities should be provided for all children and youth.

Federal appropriations for maternal and child health services and services for crippled children should be continued.

10. International Relations

The National Congress of Parents and Teachers supports the United Nations, believing it to be the best available instrument for world peace.

We believe that we must work diligently for international cooperation by use of United Nations channels in order to achieve economic, social, physical, and spiritual welfare for all children and youth. Our immediate concern is a continued and expanded program for the United Nations Children's Fund (UNICEF).

We support in principle the work of the specialized agencies such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the Food and Agriculture Organization (FAO), and the World Health Organization (WHO).

11. Library Service

Public library service should be extended to all people on an equitable basis with special emphasis on needs in rural areas. Federal funds for public library service should be channeled through the U.S. Office of Education to state and territorial library agencies for use in promoting library service according to the pattern best suited to state and territorial needs. Legislation providing federal funds should be terminal, should ensure minimum federal and maximum local control, and should provide for variable matching grants on an equalization basis.

12. National Defense

The security of our people and the peace of the world today require the maintenance of strong military forces and of a well-educated civilian population. In planning the strategy of the national security program it is important that the role of the schools be carefully considered. A major part of our national security rests upon our ability to prepare young people for the discharge of their military and civic responsibilities.

We favor the development of an adequate civilian reserve of manpower available for military force and the maintenance of a standing military force sufficient to deter aggressors. We urge that every effort be made to meet the personnel needs of the armed forces with the least interruption of high school and post-high school education of youth and with equity between in-school and out-of-school youth.

(The approval of thirty state congresses will be needed before this can become an accepted policy.)

13. Rural Services

We support the basic principle of equalization of education, recreation, and health services for children and youth in rural areas.

14. School and Community Services in the Nation's Capital

Adequate funds should be provided for school and community services in the nation's capital.

ACTION ITEMS

THE following action items, based on the approved policies, represent current needs. It is anticipated that pertinent legislation will be introduced when the second session of the Eighty-fifth Congress convenes in January 1958. Local units should study the issues involved. State legislation chairmen will request action at the appropriate time.

1. Child Labor

We oppose legislation that would weaken the protective child labor provisions of the Fair Labor Standards Act.

2. Adequate Support for Certain Federal Offices and Agencies

We support adequate appropriations for the following departments, offices, and agencies.

(The current needs of programs are considered in determining adequacy of appropriations.)

a. Office of Education, U.S. Department of Health, Education, and Welfare

b. Children's Bureau, U.S. Department of Health, Education, and Welfare

c. Food and Drug Administration, U.S. Department of Health, Education, and Welfare

d. Public Health Service, U.S. Department of Health, Education, and Welfare

e. The Institute of Home Economics in the Agricultural Research Service of the U.S. Department of Agriculture

f. Federal Extension Service, U.S. Department of Agriculture

g. School Lunch Program, U.S. Department of Agriculture

h. Bureau of Labor Standards and Wage and Hour Division, U.S. Department of Labor

3. Emergency Aid for School Building Construction

The effective solution of problems caused by the acute shortage of classrooms for the nation's children requires action at all levels of government: local, territorial, state, and national. The need for classrooms grows more acute, even as states and communities are constantly bettering their own efforts to finance their own programs of school construction.

The second session of the Eighty-fifth Congress will be faced again with school construction problems. We shall redouble our efforts to secure legislation that will provide for aid from the federal government to states and territories, so that local communities can expand their school building construction. Such legislation should be on an *emergency* basis and *terminal* in scope.

4. Juvenile Delinquency—Prevention and Control

Legislation to provide assistance to, and cooperation with, states and territories in strengthening and improving state and local programs for the diminution, control, and treatment of juvenile delinquency is expected in the second session of the Eighty-fifth Congress. Such legislation is expected to include provisions for grants to states, including grants for training personnel and grants for special projects.

5. International Relations

The United Nations Children's Fund (UNICEF) merits our constant concern. We shall work diligently to secure adequate appropriations for UNICEF. We believe that the 1958 contribution should be maintained as the minimum necessary to insure a continued and expanded program for children everywhere.

6. Postal Rates Increase

We oppose legislation that would eliminate special rates for the mailing of library books and the special second-class mailing rates now available to nonprofit organizations such as the National Congress of Parents and Teachers.

CONTINUING CONCERNS

• In other years the action items have included support of measures to abolish block booking and blind selling of motion picture films; support of the general trend toward grade labeling of products; support of legislation providing certain appropriations for the extension divisions of state universities and land-grant colleges; support of special services required for the education of physically handicapped children; support of ratification of the child labor amendment; support of legislation to prohibit radio or television broadcasting of advertisements of alcoholic beverages, and opposition to legalizing of a national lottery. Although technically the child labor amendment is still before the states for action, most of the results that would have been achieved by its ratification have been accomplished by other legislative means. No action on these subjects is anticipated at this time.

FUNCTIONS OF FEDERAL OFFICES AND AGENCIES

The **U.S. Office of Education** conducts educational research, collects statistics, makes surveys, provides advisory services, and collects and disseminates information on education in the states and territories, so as to make possible intelligent comparison and wise decisions on programs and operations. The Office administers federal funds available to the states and territories for land-grant colleges, vocational education and rehabilitation, library services, and schools in areas affected by federal activities.

The **Children's Bureau** has two assigned functions: (1) to investigate and report on the welfare of children and (2) to administer the federal grants to the states and territories for child welfare services, crippled children's services, and maternal and child health services. The Children's Bureau, which is concerned with the children of all the people, has never ceased to recognize that the child is a part of a family and that each family is—or could be—part of a community.

The **Food and Drug Administration** protects the consumer (the family) by preventing the misbranding or adulteration of foods, drugs, devices, and cosmetics in interstate and foreign commerce. This agency is responsible for the policing of domestic narcotics.

The **U.S. Public Health Service** is responsible for a variety of activities, all of which have a direct bearing on the family and its welfare. These include port of entry examinations; supervision of medical services in federal penal institutions; operation of federal hospitals, such as marine hospitals in the larger ports, the drug addict hospitals in Fort Worth and Lexington, and the National Leprosarium; research and personnel training in the fields of mental health and chronic and communicable disease control; and the administration of grants-in-aid to states and territories for such purposes as hospital construction and control of communicable diseases.

The **Institute of Home Economics in the Agricultural Research Service of the Department of Agriculture** conducts research that is of primary importance to families—for instance, research on problems related to food, clothing, shelter, and homemaking.

The **Federal Extension Service** is the agency that, in cooperation with the land-grant colleges, brings the results of continuing research to the rural community, employing home demonstration agents and other workers who deal directly with individuals and voluntary organizations.

The **School Lunch Program** emphasizes the importance of a well-balanced lunch as part of a school program. Appropriation of funds for the School Lunch Program (Public Law 396) is part of the must legislation of the National Congress of Parents and Teachers. This program reaches the child both in the family and in the community.

The **Bureau of Labor Standards** and the **Wage and Hour Division** are both concerned with the development of sound labor standards. The Bureau's activities include the formulation of standards for youth employment and promotion of their adoption. This agency also conducts child labor and youth employment research. The Wage and Hour Division is charged with enforcement of the Fair Labor Standards Act, which includes regulations governing child labor in industries operating or producing for shipment in interstate commerce.

• Each of these federal offices and agencies reaches into the community—and thus into the family—as research and information involved are disseminated. In this manner there is a definite correlation between the work of the legislation committee and that of implementing the Administration Theme, "The Family and the Community: Each Shapes the Other—The P.T.A. Serves Both."

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• The convention management committee reviews plans for the 1958 national convention. Left to right: Mrs. A. W. Koester; Mrs. Russell Scott; Mrs. Fred L. Keeler, chairman; Mrs. Leon S. Price; Mrs. H. Cecil Baker. (Absent: Mrs. S. E. Struble)

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• Endowment fund trustees meet during the week of the Board meeting. Meeting with them are (left, front) Roe Wright, National Congress business manager, and (right, front) Frank Greenberg, counselor for the Congress. Left to right: Mrs. T. H. Ludlow; Mrs. Newton P. Leonard; Mrs. William A Hastings, chairman; and Mrs. John E. Hayes. (Absent: James H. Snowden)

NATIONAL CONGRESS OF PARENTS AND TEACHERS

Executive Committee

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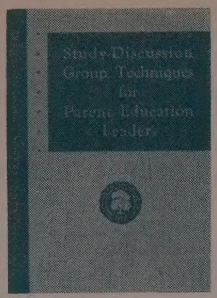
Mrs. Jennelle Moorhead, Oregon
Members-at-large:
Mrs. H. Cecil Baker, Utah
Mrs. W. C. Storey, Ohio

• Mrs. Jennelle Moorhead, National Congress vice-president, has been invited by L. E. Burney, Surgeon General, to serve as a member of the U.S. Public Health Service's National Advisory Allergy and Infectious Diseases Council. Her period of service begins immediately and extends to January 31, 1960.

1958 CONVENTION

• The 1958 convention of the National Congress will be held in Omaha, Nebraska, on May 18, 19, 20, 21.



P. T. A. PUBLICATIONS

Supplied Free

How familiar are you with the publications provided for your association by the National Congress? Do you know that the *free distribution* of thousands of copies of parent-teacher publications is one of the major services rendered by the Congress to its 43,000 P.T.A.'s? There is no topic of parent-teacher interest that is not included in one or another of the many books, pamphlets, periodicals, and leaflets supplied annually.

For example, here is the list of materials provided free since April 15, 1957:

Title	Quantity
Administration Action Program	*42,847*
Bylaws, National (as amended in May 1957)	*3,500*
Circles of Responsibility	*10,000*
Convention Digest, 1957	*6,231*
Councils of Parent-Teacher Associations	*10,000*
Facts About the National Congress of Parents and Teachers	*8,625*
Founders Day, 1958	*64,700*
General Information	*64,279*
Growing Up in Modern America (magazine study-discussion program announcements)	*257,082*
How the Legislation Program Is Authorized	*64,279*
Local unit remittance form	*39,665*
Local unit report blank	*32,800*
Membership cards (first printing)	*14,437,543*
Membership cards (second printing)	*336,000*
Membership Promotion Leaflets	
Don't Be a Dropout Parent	*128,541*
Help Wanted: Men and Women	*128,541*
Why I Voted for My Organization To Become a Unit of the National Congress	*128,541*
You Are Needed in Our P.T.A.	*128,541*
You Belong in Our P.T.A.	*128,541*
Leaflet in Spanish (You Belong in Our P.T.A.)	*4,515*
Organizing a P.T.A.	*6,600*
Parent-Teacher Manual, 1957–58, Section I	*154,046*
Parent-Teacher Manual, 1957–58, Section II	*84,364*
Parent-Teacher Manual, Section I reprints:	
Duties of Officers	*92,121*
Budget and Finance	*56,980*
Bylaws and Parliamentary Procedure	*56,980*
Hospitality	*56,980*
Installation Ceremony	*56,980*
Planning the Program	*59,305*
Policies and Guiding Principles	*47,132*
Parent-Teacher Manual, Section II reprints:	
Audio-Visual Services	*51,537*
Character and Spiritual Education	*47,187*
Citizenship	*45,482*
Congress Publications	*51,762*
Cooperation with Colleges	*51,537*
Exceptional Child	*51,537*
Health	*49,522*
High School Service	*51,762*
International Relations	*57,737*
Juvenile Protection	*51,762*
Legislation	*49,522*
Membership	*45,172*
Mental Health	*51,762*
National Parent-Teacher Magazine	*45,327*
Parent and Family Life Education	*51,762*
Preschool Service	*47,187*
Program and Founders Day	*45,327*
Publicity	*51,762*
Reading and Library Service	*51,762*
Recreation	*47,187*
Rural Service	*51,537*
Safety	*51,762*
School Education	*47,727*
P.T.A. Public Relations: A Publicity Handbook	*10,000*
Pay publications announcement and order blank	*64,279*
Plans of Work, 1956–59 (of national chairmen)	*1,072*
Policies and Practices	*1,122*
Raising and Using P.T.A. Funds	*21,416*
Schools of Instruction	*2,550*
Signals for Safety	*10,000*
Student packet	*100*
A Teacher's Guide to the P.T.A.	*2,550*
What P.T.A. Members Should Know About Juvenile Delinquency	*50,000*
Working with Youth Through the High School P.T.A.	*7,500*

Publications distributed in quantities of 64,000 or more provide one copy for each P.T.A.; 300 copies for state board members and leaders at district and council levels; and for state extension use, a quantity equal to 15 per cent of the total number of associations. Those distributed in quantities of approximately 43,000 provide at least one copy for each P.T.A. Extra copies of each publication are available to state congresses at cost, in case they wish to give the publication wider distribution. Local associations may also purchase extra copies of many of these publications as well as others that are supplied on a pay basis only. (See pages 8–9 of the October issue of the *Bulletin.*)

In some cases enough copies are supplied to provide more than one copy per association, but the distribution in such instances is left to the judgment of the state leaders.

There are also publications that cover subjects of interest to special groups or to leaders working in certain areas of parent-teacher activity. These are provided in smaller quantities—for example, *Schools of Instruction, Convention Digest, Facts About the National Congress of Parents and Teachers, Working with Youth Through the High School P.T.A., Circles of Responsibility,* and so on. Sometimes publications are reprinted after the initial large distribution. These reprinted editions are usually supplied to state congresses in smaller quantities to provide for replacements, copies for new leaders, and the like.

We suggest that you check your supplies to make sure you have received the full allotment of parent-teacher publications *provided free* for you by your national organization. If you are minus any of those to which you are entitled, please get in touch with your state president or state office. The state president will be glad to see that you have copies of all publications. Sometimes copies that are mailed to you go astray, and the only way your state leaders will know that you did not get all your materials is for *you* to tell them.

Sometimes when we think of membership in the P.T.A. we are likely to overlook the great benefits that accrue to us because our local belongs to the state branch and National Congress. Indeed, we frequently get so used to a certain type of service that we take it more or less for granted. Yet parent-teacher work would soon lose its vigor, its appeal, and its effectiveness if the unifying strength of its state and national services were curtailed. *Therefore do make complete use of your national and state publications services.* See that every piece of literature to which your association is entitled reaches the person for whom it is intended. And if you need any more information about any of these publications, get in touch at once with your state office. You will find the address on *your membership card.*

SPECIAL COMMITTEE ON CONGRESS PUBLICATIONS

Mrs. L. E. Burr, Chairman; Mrs. Joel L. Burkitt, Mrs. Bertram Hadley, Mrs. Daniel W. Richardson, James M. Rosbrow, Mrs. James P. Ryan, Mrs. J. Zebulon Watkins.

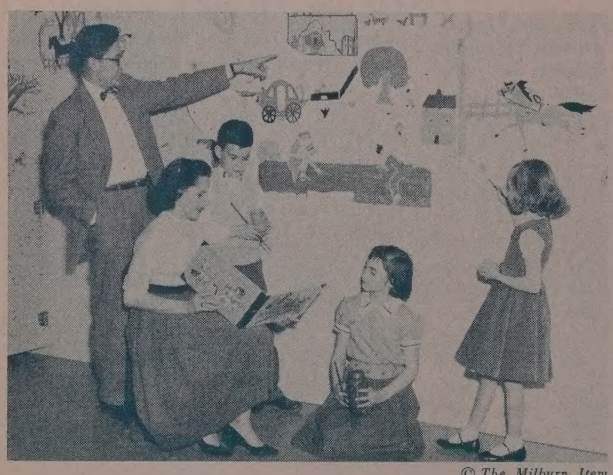
P. T. A. BULLETIN BOARD

Brief Items of Current Interest

- **A TEACHER APPRECIATION DINNER** sponsored by the P.T.A. helped to "cement good relations between teachers and parents" in the Miller Heights Area and Wilson schools (Easton, Pennsylvania), says Mrs. Olga M. Butchko, Miller Heights Area P.T.A. president. Teachers and their wives and husbands at the dinner witnessed a tribute-paying program and were able to take home with them brief biographical sketches of each honoree.

- **TWO "PENNIES FOR A TEACHER"** days, staged by students in the Zanesville (Ohio) High School, produced more than six thousand pennies. The collection was then presented to the new P.T.A. so it could participate in the scholarship project of the Zanesville and Muskingum County Council.

- **A NEW SCHOLARSHIP AWARD** of the William H. Ray School P.T.A. (Chicago, Illinois) is called the Shoesmith Award, for Beulah Shoesmith who taught for thirty-five years in the Hyde Park High School before her retirement. Two "Oscars" were involved in the christening: An outstanding former pupil of the Ray School, Chester Laing, was given the honor of naming the teacher who'd had greatest influence in his life. Miss Shoesmith, his selection, was to have the privilege of nominating the student who would be presented with a scholarship to one of three universities in the state.



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• Gathered in front of the mural in the Wyoming School library are (left to right) Donald Kahrmann, art instructor, who directed the project; Mrs. Philip Cartwright, co-chairman of the P.T.A. library; John Hitchin, Jr., of the third grade; Gwenn Lyons, sixth-grade pupil; and Maureen Goss, of the first grade.

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• Two teachers who have taught longest in Bethlehem Township schools are among those honored at the Miller Heights teacher appreciation dinner. Shown with R. S. Taylor, superintendent of schools in Northampton County, are (left) Evelyn Frankenfield and Mrs. Maud Bealer, whose combined record of service in the township totals seventy-two years.

- **MORE BOOKS IN THE LIBRARY STACKS** of the Gracemount School (Cleveland, Ohio) is the result of a project inaugurated by the P.T.A. On her child's birthday, each mother, instead of donating sweets for the occasion, presents to the school library a book from an approved list. The book, or a portion of it, is then read to the class as part of the birthday celebration. A bookplate pasted in each book gives the name of the child in whose honor it was presented.

- **AN ATTRACTIVE ADDITION TO THE LIBRARY** of the Wyoming School (Millburn, New Jersey) is a permanent mural showing scenes and characters from children's stories. Every grade participated in the project, from the choice of story material to the actual sketching and painting. The mural and pupils' stories about it were featured at a later library program of the P.T.A., which had started the library in 1940.